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This study was undertaken with funds from Title IV-A of the Library Services and Construction Act in order to improve library facilities and services in the eleven institutions Oregon maintains for the mentally ill, retarded, handicapped, and violaters of the law. Data were collected on questionnaires and by visits made to each institution. The report gives a narrative analysis of the background and history of library service generally in correctional and mental institutions and those for the handicapped followed by analysis of the questionnaire and commentary on the library situation and services in each of the institutions. Out of the study emerged a Three Phase Program for Improvement placed under the supervision of the State Library. A copy of the questionnaire used in the survey is appended. (Author/CC)

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Analysis & Recommendations

By WILLIAM H. CARLSON

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LIBRARY, SALEM

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OREGON

STATE INSTITUTIONAL LIBRARY SERVICES

Analysis and Recommendations

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ED025280

OREGON STATE LIBRARY
SALEM

1967

Foreword

This study of the library services of the state institutions and recommendations for their improvement may well be a milestone in Oregon history. Sixty years ago the State Library first assisted in organizing library collections in "State charitable and penal institutions." The Biennial Report to the Legislative Assembly pointed out that "the discussions of the National Prison Association from year to year bring out very clearly the fact that the prison school and the prison library are, next to the regular work and instruction in the trades, the most effective reformatory measures that can be adopted."

Today society and all levels of government recognize that every effort must be made to assist every individual to be a self-supporting member of the community, and if this is not possible, to assist that individual to adjust to institutional restrictions.

This need has also been recognized by Congress with appropriations authorized to plan for improved library services in state institutions. Oregon was most fortunate in the appointment of an able and interested Advisory Council representing most of the state institutions. Following their recommendation that a comprehensive library study was needed, the State Library recruited a distinguished librarian to make the study. William H. Carlson, who served as a member of the State Library Board from 1955 to 1963, was librarian of Oregon State University and Director of Libraries for the State System of Higher Education from 1945 through 1965.

May I express my appreciation to Mr. Carlson for his very thorough and excellent report and for the assistance given by members of the Advisory Council.

This report will be made available to members of the Board of Control, members of the Legislature, Institutional Directors, and members of the Advisory Council. Members of the State Library Board and I are pleased to submit this report for your consideration and support.

Respectfully submitted

Eloise Ebert

ELOISE EBERT
State Librarian

Abstract

This study has been undertaken under Title IV-A of the Library Services and Construction Act of 1966 with the intent of greatly strengthening and improving library facilities and services in the eleven institutions Oregon maintains for the mentally ill, the retarded, the handicapped, and violators of the law.

A first step in the study was creation of an Advisory Council by the State Library with the assistance of the Board of Control and the institutional superintendents and administrators. This Council recommended that a study in depth be made and suggested that the State Library secure someone to do this.

The selected surveyor first prepared, with the help and counsel of the Advisory Council, a comprehensive questionnaire for the survey. Subsequent to its distribution, he visited each of the institutions. Following the visitations, a narrative analysis was undertaken of the background and history of library services generally in correctional and mental institutions and those for the handicapped. This was followed by analysis of the questionnaire and commentary, sometimes critical, but intended always to be constructive, of the library situation and services in each of the institutions.

Out of the Advisory Council meetings and the visitations there has emerged a Three Phase Program for Improvement placed directly under the supervision of the State Library. The financial implications, necessarily tentative, are set down on page 68.

The proposed Program begins with the addition of three professional and one secretarial positions in Phase I. With the exception of the Librarian for the School for the Blind, these persons, with offices in the State Library, would direct the program of all the institutions. Phase II projects four more professional positions. Of these two may or may not, as experience will dictate, be assigned to direct work in the institutions. In Phase III, nine professional positions for persons working directly in the institutions are proposed. Of these, the School for the Blind Librarian is carried over from Phases I and II and the Correctional Librarian and the Mental Health Librarian are carried over from Phase II. When this stage has been reached there will be only two general supervisory positions in the State Library, the Coordinator of Institutionsl Library Services and his Assistant, as projected in Phase I. If, by this time, everything is going smoothly, it may be possible for the Coordinator alone, and his secretary, to manage the entire program. It is suggested that the administrative relationship of the personnel working directly in the institutions, as set forth in Phase III, be left open=ended, depending upon the experience and the hoped for improvements of Phases I and II.

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Introduction

This study has its genesis, as well as its financial support, in the Library Services and Construction Act of 1966, P. L. 89-511. It has been authorized by the Board of Control and the Board of Trustees of the State Library, under Title IV-A of the Act, with the intent and purpose of promoting and developing a fruitful and beneficial partnership between the State of Oregon and the federal government in upgrading and improving the library facilities and resources of the eleven state institutions.

The primary objective of the study is to bring the book, in its various manifestations, to bear effectively upon understanding the nature and the problems of the human beings served by the institutions, upon improving their social and personal outlook, upon aiding in their rehabilitation and/or restoring them to health and, for those for whom this is not possible, upon ameliorating their lot and condition. The study has been undertaken in the complete conviction that books and related media are of fundamental importance in the work of the institutions and to the welfare of their patients, residents, or inmates. It has been carried out in the further conviction that the book, in all its variant forms, can take a more effective place in the functioning of the institutions than it presently does.

The institutions included in the survey are listed in Appendix I, grouped in the three divisions into which they have been organized by the Board of Control. The methodology of the survey has included as a first step the establishment by the State Library, with the advice and assistance of the Board of Control and the institutional administrators, of an Advisory Council for the survey. This Council appears in Appendix II. At its first meeting the Council recommended that a study be made in depth. It suggested that the State Library proceed at once to commission someone to do this. The surveyor having been selected, the Council has, in periodic meetings, advised and counseled him.

With the collaboration of the Council the main objectives and assumptions of the survey were evolved by the surveyor as follows:

1. Undertaking a full-bodied analysis which would, hopefully, point the way toward bringing books and other communicative materials and media into more extensive and effective use in the functioning of the institutions.

2. Agreement that the study would be concerned, in principle, and as nearly as feasible in fact, with all the materials,

letterpress, microprint, microfilm, audio materials, visual materials such as films, and even television, through which man communicates.

3. Bringing the libraries in all three groups up to national standards as soon as possible. It was realized this would be neither easy nor quick.

4. Development of a profile of the present library situation in each of the institutions and a composite profile of the libraries as a group.

5. Correlation and strengthening of library resources in the institutions, in the State Library, and in the library community at large in support of research and study by the institutional staffs.

6. Keeping the staff of the Board of Control, the institutional administrators, and the concerned institutional personnel informed about the purposes, objectives, and progress of the study.

7. Suggesting ways and means through which the libraries could support the increasing emphasis in all the institutions on returning inmates, patients, and/or residents as soon as possible to normal living in their home communities.

8. Developing a structured program, including personnel and financial recommendation, for the improvement of library facilities.

9. Placing integration and coordination of the proposed program of improvement under the direction of the Oregon State Library.

A first step in the survey was to develop a questionnaire and mail it to the institutions as well as to management personnel. A copy of this instrument is included in Appendix III. A second early step was the formulation of a Schedule of Visitations and Conferences for all the institutions. This schedule is shown as Appendix IV.

An additional continuing part of the survey has been substantial reading in the area of corrective and mental institutions as well as those for the handicapped. This has been an educative and enlightening process, no less as a citizen than as a surveyor. First to be read were the biennial reports of all the institutions as well as those of the administrators of the Mental Health Division and the Corrections Division.

While analysis of the libraries of the individual institutions, as revealed in the answers to the questionnaire is basic and directly relevant to the study, it has not been the primary intent of the surveyor to concentrate, in immediate terms, upon improvement of the libraries individually. The thrust of the study, while by no means ignoring the immediacies, is rather toward laying the foundations and developing a management structure directed toward long term improvements and gains. The present Oregon climate in the evolution of the eleven institutions and in the functioning and outlook of the State Library is most favorable to the laying of such foundations.

The Oregon Scene

This surveyor believes that anyone, whether taxpayer interested in dollar economies, or humanitarian concerned for the welfare of his fellow man, or social worker and penologist versed in corrective and mental institutions, would agree that the Oregon institutions included in this survey are, in the main, well and efficiently managed. The physical plants are clean and orderly. Food at the two institutions where the surveyor dined was excellent. Personnel at all levels were courteous, interested, and friendly. If the institutions still have a long way to go, as some of them do, they have also obviously come a long way.

One gains a strong impression that this particular time in the history of the Oregon institutions is one of forward looking progress. Much of this has either been stimulated by or brought into being by federal legislation. A prime example is "The Ultimate Goal-a Plan for Today," published by the Board of Control in 1965 under a federal grant. "First Steps Toward Mental Retardation Services in Oregon," a study partially supported by a grant was issued by the Board in 1965. The "Life Span Plan for the Mentally Retarded," flowing in part from this study, sought but did not receive funding from the 1967 legislature and is further evidence of enlightened efforts toward training and helping an unfortunate group of fellow citizens numbering perhaps as many as 30,000, only a very small percentage of whom are institutionalized.

The recent organization by the Board of Control of the eleven institutions into two major divisions, one for the mentally troubled and/or deficient and the other for breakers of the law has obviously been an effective management step. Under competent direction these two divisions are now achieving a unity of purpose, effort, and outlook which would have been most difficult if not impossible of attainment in a unilateral functioning directly under the Board of Control. Clear evidence of this is the biennial reports of the administrators of the five mental institutions and the four correctional ones, with the accompanying overall reports of the administrators of the two divisions. Even the two institutions for the physically handicapped, one senses, while functioning individually under the Board of Control, are nevertheless somewhat influenced by and vitalized by the new administrative unity.

To these management improvements must be added the federal concern and the stimulation of federal dollars in the sensitive areas of the responsibilities and concerns of the institutions. A summary of the various projects and grants originated in or touching the work of the institutions would be impressive.

The improvements which have been and are being made in carrying out the purposes of the institutions are by no means dependent on the federal government. The Fifty-Third Session of the Oregon Legislative Assembly of 1965 funded a request of the Board of Control, in the amount of $67,500 for an intensive and comprehensive study of correctional services and needs in Oregon. This study, carried out by the National Council on Crime and Delinquency, resulted in a significant major document entitled "A Balanced Correctional System for Oregon." Although not released until September of 1966, it has already made a decisive impact on the institutions and on state-wide planning for the handling and treatment of offenders. This surveyor expects this state-financed study to be a landmark for many years in correctional activities and problems in Oregon.

Institutional Library Concerns

With so many significant and forward looking things happening in the area of the state's concern for its unfortunate citizens as well as handling of its offenders, this present moment is a particularly propitious time to consider in some detail the place that books and reading can take in the areas of the institutional responsibilities. A primary and inescapable fact of the present situation is that, even though the institutions are under a forward looking leadership, the part that libraries can take or should take in their work and activities is largely taken for granted. The word "library" rarely appears in the reports of administrators. When it does, this is often in a somewhat perfunctory sense, or related to some other facet of the life and purposes of the institutions. Nor is concern about or with books and reading and their importance found in the various recent reports and grant studies emanating from the institutions.

This surveyor feels that this lack of emphasis on books, reading, the place of the library, a library, or any library in the institutional programs, needs, and achievements, is not due to lack of awareness of the importance and need of these things. Rather these are things which just simply tend to be taken for granted. Being so taken, they also tend to be neglected, or if not neglected, they at least do not become a matter of direct and immediate administrative concern.

Every competent psychiatrist is aware of the therapeutic values of directed reading. Similarly, penologists have repeatedly emphasized the value of a good institutional library and the constructive values which often come from reading. The literature in both areas supporting these statements is extensive.

The October, 1962, issue of Library Trends is illustrative of the recognition of books as a valuable and indeed necessary part of the facilities of the modern mental institution. It is significant, in fact a milestone, as Ruth M. Tews points out in the introduction to this issue, that the acceptance of the value of books in mental therapy has advanced to the point where an entire issue of a professional journal has been devoted to it.

Miss Tews quotes I. M. Rosen, writing in winter issue, 1962, of the American Hospital and Institutional Quarterly as saying: "The library as an institution devoted to the human spirit...can be and is a major bulwark against mental illness." Miss Tews also uses the following statement from Moore and Breland as published in the May 1962 issue of Modern Psychiatry, "Bibliotherapy is an interesting and challenging activity of the librarian, since it brings to life the printed word and its impact upon an individual personality (with) healing effect."

Dr. Edwin F. Alston, in a commonsense and knowledgeable paper in the Library Trends issue, points out both the values and the limitations of books in work with patients. They can, he says, be used effectively with some patients but not with others. Dr. Alston emphasizes the value of the written word throughout the centuries and that most people can cite one or more books which have affected them profoundly, opening up new vistas and new directions of growth and development. He calls attention to the wide distribution, on request, which the Metropolitan Insurance Company has made of pamphlets dealing with personal problems. As many as 6,000,000 copies of some titles have been requested.

A prestigious voice supporting the value of books in mental therapy is that of Dr. Karl Menninger. Writing in the American Library Association Bulletin of April 1961, he makes it clear that he has used books extensively with his patients. He cites the case of a patient who discharged him and then called him up a couple of months later to report that her problems had been largely overcome through reading Dr. Josephine Jackson's Outwitting our Nerves. This surveyor, as direct personal experience, can report that as a young man he found this same book helpful. Even of more personal value was W. S. Sadler's The Mind at Mischief; Tricks and Deceptions of the Unconscious and How to Cope with Them.

Menninger cites the case of John Stuart Mill who in deep depression and weary of life was close to suicide. From reading Marmontel's Memoires and how courageously that author responded when, as an adolescent, heavy family responsibilities were suddenly thrust upon him, Mill gained new purpose and inspiration. Menninger also comments on the difficulty of using books therapeutically and the problems he encountered in preparing his "Guide to Psychotic Books."

The therapeutic and humane values of books in treating the mentally ill, emphasized in the above commentary and quotations, is fully recognized by the Mental Health Division of the institutions under the direction of the Board of Control. In a letter of May 29 to this surveyor Dr. Kenneth Gaver, Administrator of the Division, says that many patients still require fairly long periods of hospitalization but that these patients, because of limited library materials, do not, during "long hours of waiting" have the advantages of good reading. Dr. Gaver stresses this need in these words:

> "The existence of an adequate library is a definite therapeutic advantage. In addition, with an adequate library, it is possible

> to develop recommended reading lists for patients which may be tailored to the therapeutic needs of the individual. The present limited library resources do not make this possible."

The other side of the coin--the library needs of the staffs of the several institutions is emphasized by Dr. Gaver in this way:

> "...an adequate professional and scientific library is a great asset to the professional capability of the institutional staff members, who must keep abreast of current advances and new modalities of treatment. Only at Oregon State Hospital have we been able to come close to our goal in this regard, and that because of the training programs. With the absence of inservice training in our institutions at the professional and sub-professional levels, it is highly desirable that up-to-date, modern scientific and professional information be readily available."

The value of books and reading in correctional institutions has long been recognized. Price Chenault, in an article in the American Library Association Bulletin of October, 1964, "Correctional Institutions Helping the Functionally Illiterate," reviews the evolution of prison libraries through chaplains from the time of the establishment of the first prison library at Sing Sing in 1843. He quotes from Austin McCormack's Education of Adult Prisoners: "A Survey Program", published in 1931 by the National Society of Penal Information, as follows:

> "If one could choose only one of the agencies necessary for a well-rounded program of education in a penal institution he would do well to choose an adequate library. The possible values of directed reading are almost limitless, especially in the field of adult education."

Chenault also quotes Mrs. Blanch LaDue who in 1926, in an article "New Ideals in Prison Management," said this:

> "When a man is thrown back on himself, as he is during the hours he spends in his cell, he seems almost instinctively to know that the thing that will help him most is something to read...books are almost the sole dependence for change of thought, for inspiration as well as increase of knowledge."

As in every area of the human experience, the voices of those who have directly confronted and been a part of a situation bear the greatest weight of all. An inmate of the Oregon State Penitentiary has recently written, eloquently, for an introductory sociology course, as follows:

> "In the limbo of prison routine the normal life exists only in the fragmented and dimly flickering memories which hope strives to keep alive. To those of us inside, the vague images of life beyond the wall are too often left to stagnate in shallow pools of futility and bitterness.
>
> "That a book may provide an added whisper of hope is itself a hope. But if one whisper should shoulder aside a rage of hate, a million books would seem a small price."

Penologists have long recognized the value of books in rehabilitating and motivating prisoners, and also in keeping them content. The American Correctional Association, at its 90th Annual Congress in September of 1960, passed a resolution asking the American Library Association to continue to work closely with it in providing more adequate library service in correctional institutions. The Association urged that state library agencies be encouraged to provide the following services to federal, state, and local correctional institutions:

1. Lend books to staff and inmates of correctional institutions.

2. Offer professional advice in library matters preferably through staff members assigned to assisting institutions.

3. Offer direct library services to small institutions such as camps.

It is precisely in line with this resolution that the Oregon State Library has undertaken this present survey. It needs to be emphasized that concern in these areas is no new thing at state libraries generally. In a paper "Library Service to State Institutions," published in a special issue of the American Library Association Bulletin in May of 1961, Eloise Ebert, Oregon State Librarian, found a wide variance among the state library agencies in the emphasis placed by them on services to state institutions. The tenor of Miss Ebert's finding was that there was among the state library agencies a wide interest in serving the state institutions. This, however, was conditioned by the historic backgrounds of the libraries, the legal framework under which they operate, as well as the nature and quality of the institutions themselves.

For the most part the responsibilities of state libraries have not been spelled out either legally or in the operating principles of the libraries. Miss Ebert quotes Henry Drennan, now on the library staff of the U. S. Office of Education, as saying in the Library Development Project Survey of the Pacific Northwest Library Association, the findings of which were published in 1961, that formalized arrangements for state library services to the state institutions were not found in Oregon, Idaho, Washington, and Montana. Even though legal commitments for serving the institutions did not exist, these state libraries were, nevertheless, providing services to institutional libraries in such things as supplying books and sometimes in consultative services. The Pacific Northwest can, it is believed, in these areas, be considered typical of the United States as a whole.

Certainly the Oregon State Library has been aware of institutional library needs and desirous of helping to meet them. In 1960 it sponsored a "Let's Get Acquainted" workshop with state agencies in general. Thirty-five agencies responded, the correctional and mental institutions prominent among them. This workshop, which brought a more enthusiastic response from the agencies than the library had expected, did much to create agency and institutional awareness of the resources and services of the State Library. It did not develop as fully the other side of the coin, the status of agency and institutional resources. In one sense, nevertheless, the workshop was a forerunner of the present concern and effort, as exemplified by this present study and report, to improve institutional library services. Hopefully, working understandings and arrangements will now be established which will continuously keep the institutions and the State Library not only acquainted but working directly and closely together.

At the time of the 1960 "Let's Get Acquainted" workshop the correctional and mental institutions had not yet been organized into the present two major divisions. This forward looking reorganization must definitely be counted as a plus in plans and efforts to improve library services, facilities, and resources in the nine institutions concerned. One advantage is that each of these two divisions now has someone to speak for its institutions as a group. One instance of this is the above quotation of Dr. Kenneth Gaver, Director of the Mental Health Division.

In a letter of May 15, 1967, to this surveyor, Mr. George Randall, Administrator of the Corrections Division, speaking for his institutions, says that inmates in both the adult and juvenile institutions demonstrate inability to link knowledge and judgment to the everyday experience of living. Treatment of them must therefore be directed toward improving, correcting, and refocusing their values. Often this begins at a very elementary level "learning or relearning the three R's--or perhaps more often retraining on a more technical level in terms of skills that point toward better employment opportunity upon release."

Mr. Randall states the place of the library in the correctional processes this way:

> "...the institutional library is the cornerstone of the retraining effort. The knowledge, the stimulation, the technical manuals that make up our institutional libraries are essential to the rehabilitation of the offender. Without immediate availability of everything the institutional library has to offer, there is little chance to help the offender give up his value system. He must be stimulated to see that knowledge, training, and skills are his opportunity for a more permanent freedom. In a sense the library is the offender's key to freedom."

Institutional Libraries as a Group

One cannot think of institutional libraries as having common problems and needs just because they serve an institution. They are, in fact, very different, as different as the institutions which maintain them. Even in the two newly established divisions, the libraries of the individual institutions of each division are different, in some instances markedly so.

The libraries of the State Penitentiary and the Correctional Institution are, of course, similar. The places they take in the work and philosophy of their respective institutions have many things in common. The libraries of the Hillcrest School for Girls and the MacLaren School for Boys, on the other hand, are essentially high school libraries with perhaps more emphasis on students in the lower intelligence brackets than is found in most high schools. As school libraries meeting or striving to meet the standards of the Oregon State Department of Education, these two libraries are almost as distinct and different from the libraries of the other two correctional libraries as any high school library would be. The obvious differentness of the four correctional libraries is here stressed because of the very natural tendency to throw all correctional libraries into one pot and to think of their needs and problems in the same frame of reference. The development of each of these libraries, and particularly of the high school libraries, will certainly suffer unless they are given a tailor-made direction and management closely geared to the nature of the respective institutions. They are already receiving good management. It is hoped nevertheless that future growth will be more closely attuned to the needs of the population served by each of the institutions.

In the institutions for the mentally ill and for the retarded, it is more difficult to arrive at quick and obvious conclusions and recommendations as to what the nature of the library services should be and how they should be improved. Particularly is this so in the institutions for the retarded where, in the lower intelligence brackets, the usefulness of a library, in the ordinary sense, is zero. This does not mean that libraries for residents can be written off as unnecessary in these institutions. They are essential there too. Developing them and gearing them to the intelligence of their population is, however, complex and difficult. It requires a higher degree of skill and more understanding and empathy than developing resources and services for persons of normal intelligence.

The need for professional staff libraries and library services in the institutions of this division is more obvious and complex but not necessarily more fundamental than in the correctional institutions. The doctors, psychiatrists, and nurses on the staffs of the mental institutions, some of them carrying on research, and all of them confronting the problems of their field head-on, obviously need to keep abreast of progress in their areas as well as to have literature pertinent to specific problems and cases easily available.

This has been recognized particularly in the Oregon State Hospital where, in addition to the patients' library, the nucleus of a useful and well selected medical library for the staff has been somewhat developed. This hospital also has two library collections for the two categories of nurses in training. Library services for the staffs of these institutions as a group require more attention and development than they have so far recieved.

There is also, in the mental institutions, the need of keeping emotionally disturbed adolescent patients, some of them of high intelligence, in step with the educational opportunities and facilities available to their generation. This imposes a need for library resources and facilities of still a different order.

All of these problems and needs, in all categories, have been recognized and somewhat met in the institutions of the Mental Health Division, more so at the State Hospital than in the other and newer institutions. This has apparently happened, however, at the hospital and elsewhere, on a sort of adjunct or "just growed" basis, rather than as a matter of direct administrative concern and planning. It is hoped that this present study will bring the libraries of the institutions from their somewhat peripheral status into direct on-line administrative concern and structuring.

Libraries for the Handicapped

The libraries of the School for the Blind and the School for the Deaf are obviously, as they must be, highly specialized. Even more than in the libraries of the correctional and mental institutions, these libraries are vital and basic to the work and objectives of their respective institutions. A satisfactory and stimulating library experience for a resident of either of these institutions can indeed "make all the difference."

In an address "Library Service to Deaf Children" before the Ohio Library Association in the autumn of 1966, Hilda K. Limper of the Cincinnati Public Library, Specialist for Exceptional Children, said this:

> "Of all the areas of exceptionality, none present greater problems, or a greater challenge to one who would offer library services, than that of the deaf...few of us stop to consider the implications of deafness to the learning and reading process of children. According to Alice Streng, 'lack of hearing is the greatest limiting factor for our children' in learning language and learning to read. Communication is the key to all knowledge, and since language and sound are the basis for most communication, for the deaf child it comes only through a slow and tedious process. The child who has been deaf from birth 'does not know that there is sound in the world nor is he aware that such a thing as language exists.'"

This statement is used here because many people might suppose, as did the surveyor, that being blind is the greater handicap. Both of these serious disabilities place the unlucky people on whom they have been inflicted under severe handicaps. Once the barriers to communication have been broken, however, under either affliction, as has been demonstrated by afflicted but able and intelligent people, learning comes fast. Words, whether spoken as in the talking books or absorbed by the tactile contacts of Braille or bridging a soundless world for a reading deaf person, are the all important vehicles of that learning.

It is often said that a library is essential. For the blind and the deaf it is absolutely essential. This places a top priority on library resources and services in the schools for both the blind and deaf. Educating the afflicted in either category and qualifying them for productive citizenship is extremely costly. Whatever the costs, they are not too much for an affluent society to bear. Taxpayers, legislators, and administrators, intent on saving dollars can look to the libraries of these institutions as an area where money can be saved only at the cost of vitiating the total educational effort.

The Libraries Individually

By means of the questionnaire in Appendix III and also, more directly by the visitations, as shown in Appendix IV, a distinct image and impression was secured of each library as well as of its institution. This, in the nature of things, was largely a subjective process even though an effort was made to look at and evaluate the various libraries objectively.

It is not the purpose of this study to compare either the libraries or the institutions with each other. Some comparison is, nevertheless, necessary as a frame of reference. To the extent that comparisons are made, it is done with only one purpose in mind: to upgrade and improve the individual library and the total library situation. Acknowledgement of weakness as well as of strength is, it is believed, essential to progress and improvement.

The visits to the institutions were an enlightening experience, depressing sometimes to a layman citizen unaccustomed to dealing with unfortunates, but also pleasant because of the cordiality and the obvious dedication of the staffs encountered. The impressions gained are sharp and lasting. It is hoped that they have contributed substantially to the value of this report.

Corrections Division Libraries

The libraries of these institutions differ substantially from each other as has been indicated. Basically, however, they have these things in common: to support the efforts of their institutions to rehabilitate and remotivate their inmates and to return them to society as productive and law abiding citizens. In this they can and do take a prominent and effective part. It is the intent of this report to substantially increase this effectiveness.

Correctional Institution Library

This was the first library of the total group to be visited. This surveyor is not certain whether this was fortunate or unfortunate. The correctional building is new and meticulously kept. This is indeed true of the physical plants at all the institutions. The prison atmosphere is muted. The inmates were neat and alert in appearance and the library quarters attractive. As a first introduction to a prison of any kind, the Correctional Institution created for the surveyor a most favorable impression. It is good that this could be so. It is only hoped that beginning, in a sense with the best, has not colored the judgments and valuations of subsequent visits to the other institutions.

The library services and resources of this institution, which has an inmate population of 460, fall in three parts: a small staff library under the direction of the Personnel Section immediately responsible to the Superintendent, a small vocational training library under the Education Section, and the main inmate library which is organized, along with recreation, under the academic division of the Recreation Section. The two small staff collections are in effect quick reference shelves. They apparently take an effective part in the work of the institution.

The inmates' library, which has 20 reader stations, is pleasant with easily accessible space of some 1,700 square feet. Attractively furnished with a settee along with standard chairs and tables and relatively low floor wooden book stacks in addition to wall shelving, this would be a satisfactory library arrangement in any civilian situation. A plant on one of the floor book cases emphasized, as did also the settee, that prison libraries do not need to be drab and uninviting. Both of these "atmosphere" touches, incidentally, were of the kind that do not cost money.

The some 12,000 books now on the shelves are mostly donations. They have, however, been carefully screened. They add, therefore, to the general impression of attractiveness. Purchased materials are also added to a modest extent. Specific expenditures cannot be identified as they come from a joint recreation-education budget. Ten periodical subscriptions, nicely displayed, contribute variety to the content and appearance of the library.

A recent and successful innovation is the introduction of paperback books kept on a rotary floor case. These paperback titles have been carefully chosen by the Director of Education and other staff on the basis of their personal knowledge of the interests of the inmates rather than from recommended lists. The appeal of these books was immediate. Recorded circulation, since the beginning of this plan still in its first year, has zoomed from 58,000 to 100,000. Obviously this economically operated plan has greatly increased the effectiveness of the library.

The library consists entirely of letterpress materials. Recordings, tapes, and films are now owned. It is hoped, however, that some of these can be added in the forthcoming biennium.

The library is administered by two teachers working under the supervision of Mr. A. Michael Colbert, Director of Education. One gives this assignment thirteen hours per week and one gives it six hours. These teachers direct the work of four inmate helpers in handling all the clerical processes of acquisition and cataloging as well as keeping the book stock in repair and everything neat and orderly. This they do very well.

While the present arrangement is working well, the entire program would obviously be strengthened under the direction of a professional librarian. The Correctional Institution is in effect a vocational training school. A professional direction of the library could materially increase its effectiveness in support of the vocational program. Remotivation of the inmates, broadening their social outlook, and providing them with a better value system, these prime objectives could also be better carried out.

> Recommendation: That the Correctional Institution add a professional librarian to its staff. If this is done, some of the most exciting and fruitful prison library work in the country can be done at this institution.

State Penitentiary Library

The entire atmosphere and feeling of the State Penitentiary is that of a prison and of dangerous men behind bars. This, of course, is inevitable since this institution has the responsibility of handling and treating older offenders, including the hard core. It is not surprising that this atmosphere should carry over somewhat into the library.

At the time of the survey, the total inmate population was 1,499; 1,447 men and 52 women. It is significant that of this population 725, almost one-half, have only a grade school education. Almost 300 were high school graduates while only five had a college degree. Thirty-seven were classed as illiterates. This wide educational range, with a preponderance in the lower brackets, obviously must be reflected in the holdings and effectiveness of the library.

The library occupies some 4,868 square feet on the third floor. It is well located and has stations for 24 readers. Work space is inadequate, and ventilation and lighting are poor. Many of the books are housed in a somewhat massive floor stack of moderate height centered in the middle of the room. A series of open-ended cubicles provide research space for legal work done by inmates. All of this is under careful control with no interchange of research findings or problems among prisoners permitted. The library is open 33.5 hours per week.

The collection has grown steadily if not spectacularly in recent years. Much of this comes from gifts. Current holdings are somewhat over 14,000 volumes; of these, 2,701 were added in the present biennium. One hundred and ten periodicals are subscribed for. Thirty-three of these were added with the 1965-67 biennium. A surprising 3,200 recordings are owned as well as 100 tapes and 974 films. For the use of these materials, 5 players and 20 projectors are available.

The visual impression of the collection, as seen on the shelves, is one of drabness, possibly because so many books have been gifts and possibly also because the lighting is not good. The library is, however, by no means an entirely donated collection. During 1965-67, $5,368 has been spent for books, $2,572 for periodicals, $1,600 for recordings, and $250 for films. The Department of Education has recommended that these sums be increased in the forthcoming biennium to $8,000 for books, $3,000 for periodicals, and $400 for films. This substantial acquisitional program is sufficient to keep the collection somewhat fresh and up to date.

The library is under the immediate direction of Mr. E. A. Ben, Correctional Lieutenant, working under the supervision of Mr. W. F. Kennedy, Director of Education. Mr. Ben supervises the work of an inmate staff of 10. This group carries out the clerical details of acquisition as well as classifying by the Dewey System. A full scale catalog and shelf-list is maintained. Mr. Ben is not a professional librarian, but he has, to his credit, been interested enough to take college level library courses available locally. In addition to managing the library he is also responsible for the adjacent hobby shop.

The library, considering the educational levels of the prison population, has an excellent use record. Approximately 90,000 volumes are charged out per year. Some 150 books are borrowed monthly from the State Library. About 80 loans from other libraries are negotiated monthly, five for the staff and, impressively, 75 for inmates. It seems certain that the extensive amount of reading indicated by the statistics must have a beneficial influence on those doing it. One deterrent to inmate reading is that the lighting in the cells is inadequate.

The limited number of women in the prison do not have access to the inmate library. Their reading needs are met by a deposit library of some 300 volumes drawn from the inmate library and placed in the Women's Class Room. This collection is changed every three months. An attempt is made to include in it one copy of each new book added during each three month interval.

The library needs of the institutional staff are met by a small collection in the training room in another building. This is available for keeping staff abreast of the latest developments in penology. There are currently no research projects by staff members in progress. Only occasionally does the inmate library provide subject information for staff.

The prison has an ongoing and full-bodied program of formal education in progress. This has been given impetus by the volunteer services, without pay, of faculty members of the area, notably from Oregon State University and the Corvallis Public Schools. To the extent that this volunteer program is developed, and it has been flourishing in recent months, new impetus and demands in depth on the inmate library will develop. These vitalizing developments in a long continued program of formal education are a hopeful augury for increased successes in the rehabilitation and remotivation efforts of the prison.

Recommendations:

1. That every effort be made to place the total library program of the prison, for staff and inmates, under the direction of

a professional librarian. One possibility would be to release the present Correctional Officer on educational leave, with or without pay, as has been done in other state agencies, for attendance at a library school.

2. That the quarters of the inmate library be made more attractive by an imaginative use of paint, some new furniture, new floor book stacks, and hopefully improved lighting. Much of this could be done with available inmate time and skills at minimal dollar costs.

3. That lighting in the individual cells be improved. It is realized that there are substantial budgetary implications in this recommendation. Nevertheless, it is admitted by everyone that reading is beneficial in achieving the prison objective of rehabilitating its inmates. Good cell lighting would be a constructively fruitful step toward those objectives.

Hillcrest School of Oregon

In this school and its library, as in the Penitentiary, the atmosphere and feeling of custody and imprisonment is quickly sensed. The library, immediately adjacent to the Principal's office, is small and overcrowded. Tables with spaces for only 14 readers are crowded into too little space. This increases the problems of supervision as well as contributing to noisiness.

The book stock of 2,800 volumes is arranged on wooden shelves on the floor and along the walls. The shelves are overcrowded and the collection looks worn and battered. Few bright fresh books were noted. A general impression is that the library would profit by substantial weeding. In this library, as has been done in the Correctional Institution, a well selected collection of paperback books would help to give the library a livelier tone of currency and up-to-dateness.

The library is managed on a part-time basis by Mrs. Marjorie Rodriguez, an English teacher, who works under the immediate supervision of the School Principal, Mrs. Isabel Hall. All the clerical work of cataloging and maintenance of the collections is done by girl inmates. Everything considered, they do well. Much of this can be attributed to Mrs. Rodriguez' management.

In content the collection, on a careful check against recommended holdings for school libraries, might not rate too badly. It has many of the basic reference works, including five sets of encyclopedias. The general library situation, including holdings, has not, however, been adjudged adequate by accreditors. It is largely because of library deficiencies that the Hillcrest School has failed to be accredited by the State Department of Education.

The inadequacies of the library situation fall in three areas: too little room, an unattractive and somewhat dated book collection, and only a part-time teacher assigned to management. All of these shortcomings are solvable.

The ideal solution would be a substantial addition to the academic unit of the institution. Mr. Pollak, Superintendent at Hillcrest, has emphasized that there have been no space additions to this unit since it was built approximately a quarter of a century ago. In the meantime student population has escalated with a corresponding increase in library needs. Mr. Pollak recommends that a wing be added to the academic unit to house art, home economics, the library, and science, including a science laboratory. The library in this new space, he suggests, should be large enough to provide reader stations for one-third of the student population at one time. It should also be equipped with audio and visual facilities. Obviously, if these soundly conceived and badly needed improvements can be made the entire academic program at Hillcrest, including the library, will be upgraded tremendously.

Failing this major improvement the Art Room, adjacent to the library and equivalent to it in size, could be incorporated into the library space. This would require only the removal of a wall. The space for the library would thereby be doubled. The book stacks and reading tables could then be spread out in a much more attractive and inviting situation, preferably with low book shelves. If, in addition, some more attractive furniture could be added and a few atmosphere touches introduced, such as plants and some of the art work which the girls do surprisingly well, it is believed that the library periods would tend to become a student privilege. It is emphasized that these changes would be only a makeshift solution. They also raise the acute problem of where and how the Art Department, which is an integral and effective part of the academic program, would then be housed.

The upgrading of the book collection will, of course, require money but not a great deal more. Placing the library under full-time management, hopefully by a professional librarian, would be the most significant budgetary item in upgrading the total library situation and thereby the entire school. A full-time librarian could also manage the small professional library which is maintained in another building. This would help to raise the overall standards of the institution.

There is much evidence of intelligence and ability among the inmates. A mimeographed school paper compares favorably in content and expression with similar high school publications on the "outside." The School Annual "Belletristic" begun in 1964, also mimeographed, is well written and imaginative. Both of these publications are supervised by the busy Mrs. Rodriguez. Both merit publication in letterpress form. Evidence of inmate ability, talent, and imagination as exhibited in these publications make it seem certain that improved and upgraded library service would bear good fruit in returning the unfortunate girls at Hillcrest to normal and constructive citizenship.

Recommendations:

1. That top priority be assigned to placing the libraries, school and staff, under full-time administration at once and that a professional librarian be appointed at the earliest time possible.

2. That high priority be given to constructing a new wing to the academic unit to include carefully planned space for the library; that, failing this, the library space be approximately doubled by incorporating the Art Room into it.

3. That the budget for books and related materials be increased; that obsolescent and unattractive books be replaced with fresh and clean copies.

MacLaren School for Boys

This library makes a favorable impression from every aspect. The sense of "imprisonment" which is so apparent at Hillcrest is little in evidence. The "feel" of the entire school, and certainly of its library, is more that of a residential school.

The "inmates", and this hardly seems the proper word, numbered 446 at the time of the survey, with an average age of 15.7. Three hundred and thirty were at the high school level and 90 at grade school. Twenty-six were classified as illiterates.

The benefits of full-time competent direction are evident on every hand in this library. The librarian, Mrs. Margaret Tabler, a graduate of the Oregon College of Education, who has also taken extension courses from the University of Oregon, has the rank of Institutional Teacher I. She has brought imagination and a sense of order to the considerable responsibility which is hers. Few professional librarians would, it is believed, give the library better direction than it is currently receiving.

The library has over 1,200 square feet of convenient and attractive ground floor space. Nine hundred and fifty-seven square feet are devoted to the reading area, 134 square feet to storage, and 170 square feet to a work room. Furniture and shelving are attractive and adequate. There are 36 reader stations. More than this are not desired at this time because a larger area would increase the problems of controlling emotionally disturbed and hyperactive boys. A real need, however, is an adjoining audio-visual room.

The library contains 6,786 volumes. Of these, 3,000 are paperbacks. Seventy-two periodicals are subscribed for and eight newspapers are received. Recordings number 88 and film strips 278. Two projectors are owned and one player.

The standard book selection and book reviewing media are received. All members of the professional staff participate, usually through notes and memoranda, in selecting books. The book collection is in excellent condition. Inmates are used in the clerical processes. A definite need is paid clerical assistance to supervise this work. Classification is by the Dewey Decimal System. All catalogs appear to be in excellent order.

The duties and responsibilities of the librarian, as formally listed for this surveyor, constitute a comprehensive statement of what can be and

should be done in a library of this kind. Summarized they are:

> To participate effectively in the school program as it strives to meet pupil and teacher needs;
>
> To provide "culturally advantaged and disadvantaged cultured" and culturally deprived boys with materials and services most appropriate and most meaningful in their growth and development as individuals;
>
> To stimulate and guide pupils in all phases of their reading that they may find increasing enjoyment and satisfaction and may grow in critical appreciation and judgment;
>
> To provide an opportunity through library experience for boys to develop helpful interest, contribute to occupational development, to make satisfactory personal adjustments, and to acquire desirable social attitudes;
>
> To help young men to become skillful and discriminating users of libraries and of printed and audio-visual materials;
>
> To work with teachers in the selection and use of all types of library materials which contribute to the teaching program;
>
> To participate with other teachers and administrators in programs for the continuing professional and cultural growth of the school staff.

The appearance and "atmosphere" of the library make it obvious that this impressive listing of responsibilities is not merely an idealistic and wishful itemization of what ought to be done. The interests of the boys are appealed to and their aptitudes and talents used in a series of displays designed to catch and constructively stimulate student interests in automobiles, sports, physical education, music, art, and other fields. As at Hillcrest, surprising artistic abilities are found among the students. These are put to work in making and keeping the library interesting and attractive and in featuring books and reading in the subject areas of the displays. Carefully and neatly maintained scrapbooks of school events are continuously popular with the boys. In all of these things the boys, as directed, are the doers.

In addition to these specific library responsibilities, the librarian has a host of additional supervisory duties and functions. These include supervision of classes sent to the library when teachers for any reason are absent; supervising new boys and parole violators who are sent to the library to await scheduling; working on decorations for graduation and for the Christmas season; supervising stapling and folding of Christmas cards and graduation programs, giving "eye supervision" to boys sent from outside work details to use rest room facilities in library; supervising adjoining classrooms when the teacher must for any reason leave the class. The foregoing constitute only a partial summary of peripheral duties.

A close working relationship is maintained with the State Library. About 100 books are borrowed from it annually for inmates and for staff. This is nearly always channeled through the librarian. Occasionally loans are negotiated by the Superintendent. Books are sometimes also borrowed from Willamette University.

A small staff library is maintained adjacent to the Superintendent's office. This is supplemented, as required, by borrowing from the State Library and elsewhere. The librarian feels that this collection would be more useful if it were in a more accessible location.

The entire library program at MacLaren is an on-going and effective operation, imaginatively and effectively directed. Given the present personnel, it seems certain that a directly established liaison with the State Library would add further excellence to this library in its important function of educating, remotivating, and establishing a new sense of values in the wayward boys with whom it works.

Recommendations:

1. That an effort be made to locate the staff library in a more accessible place;

2. That the present librarian be retained as long as possible; that when she must be replaced her position be reclassified and filled with a professional librarian.

Mental Health Division Libraries

The range of patient library needs, in the traditional sense, at the institutions of this division vary, as has been indicated above, from almost zero at Columbia Park to a high order of need at the State Hospital in Salem, at Eastern Oregon, and increasingly at Dammasch. Defining and providing the patients' reading needs at the institutions for the retarded is more difficult than for the mental hospitals where high intelligence is found in substantial degree among the patients.

One library need that all the division institutions have in common is providing higher quality up-to-date library facilities and services for their professional staffs. This survey directs considerable attention to this need.

Oregon State Hospital

The State Hospital, as might be expected, has the most complex library situation of all the institutions. It is, as the foregoing commentary has stated, served by five libraries or the nuclei of libraries. These are the Patients' Library, the Staff Library, the Nursing Library, the Library for Nurses in the Degree Program, and the School Library.

Patients' Library

This library consists of some 10,000 volumes, almost entirely donated. At the time of this survey it was serving a patient population of 1,481. Of these 696 were males, 785 females. Some 46% of these people had a grade school education, 33% high school, and 8% college. Somewhat over 1% were classified as illiterate.

The library functions under the Recreation Department of the Hospital. It is under direction of a full time employee with long experience in working with the mentally ill. This includes 16 years in occupational therapy and psychiatric work. Patients are used to some extent as workers, but only when and as their doctors feel that this will be of therapeutic value to them. When they are assigned library work it is on a regular daily basis for specific duties.

The library occupies 1,215 square feet on the second floor at the center of the building. Access to it is somewhat inconvenient but lighting is satisfactory and ventilation is good. It is open 52 hours per week, daily Monday through Friday and on Saturday and Sunday afternoons. Work space has been created by screening off one corner with book shelves.

The book collection is worn and unattractive as might be expected from its "donation" status. In all the history of the library there have been books purchased in only one year, 1957, and then only to the extent of $200. Classification is by the Dewey System. The shelves are neat and orderly as is the library throughout. It is obvious that the library would profit by extensive weeding and even more by an infusion of new and attractive books. Adding some flavor of currency are 20 periodical subscriptions and five newspapers. Fourteen record players are owned and three projectors.

A card catalog is maintained. Patients are used in the clerical processes of producing this. A shelf list was at one time commenced but this has long since been abandoned. The library does not keep a record of volumes checked out. The use rate is reported to be substantial with peak hours after lunch. From two to five books are borrowed for patients weekly from the State Library.

This library would profit immediately by direction and supervision from the State Library. It could, with minimal expense, be upgraded in content and made more attractive in atmosphere. Addition of a substantial number of books of therapeutic value, on a carefully selected basis, would quickly make the library more valuable.

Recommendations:

1. That the State Library consult with and advise the present librarian in the processes of book selection and cataloging, and that this include subscription for basic book selection tools, the Publishers' Weekly, the Book Review Digest and similar aids.

2. That the library be weeded rather rigorously and that the State Library direct this process.

3. That the appointment of a professional librarian to be in charge of the total program be made at the earliest possible time.

4. That early attention be given to infusing the library with attractive new books, including carefully selected titles of therapeutic value.

Staff Library

The hospital maintains a small medical library which serves some 30 physicians, 2 chaplains, and 16 social workers. It is, in addition, available to the total institutional staff. It is under the direction of Dr. N. B. Jetmalani, Director of Education and Research. A clerk-typist on his staff supervises the library as part of her secretarial duties.

A volume count of holdings is not maintained. The collection contains perhaps upward of 1,000 volumes consisting of a limited number of basic monographic texts and back volumes of the journals subscribed for. The basic medical bibliographical tool, Index Medicus, is received along with the more general book selection tools. The Director of Education maintains a file of items to be purchased as funds are available. This is developed from his own reading of journals and publishers' releases as well as from recommendations of other staff members.

The library occupies a room of 843 square feet immediately adjacent to the Director's office. Access is only through the secretarial office.

The immediate physical problem of providing satisfactory library services for the hospital staff is that the present room is too small. This situation is complicated by the fact that it also serves as a conference and staff meeting room. If the conference function could be housed elsewhere, floor shelving could be added to relieve the present shelf congestion.

Beyond the obvious need of more space is the fundamental one of how the professional reading and research of the staff can be better undergirded. This can be done, to some extent, by establishing a closer liaison with the State Library. Corollary with such a step the State Library would need to increase, with the advice and assistance of the Education and Research Division of the hospital, its acquisitions in the medical, psychiatric, and social work subject areas. The Director of the Division, Dr. Jetmalani, reports that while the State Library is presently very helpful, it does not own many of the scientific and technical books needed by his staff.

Institutional professional staff library needs is a problem that goes beyond the State Hospital Library although it is more readily apparent there. This need touches, in varying degree, all the institutions: those of the Mental Health Division, the Corrections Division, as well as the staffs of the institutions for the handicapped.

There has been in Oregon, and logically so, a sustained and reasonably effective effort to correlate the resources of all the libraries maintained by the state, at all levels, particularly among the State Library, the State Historical Society, and the academic libraries of the State System of Higher Education. This eminently sensible policy should by all means be continued. It has become apparent nevertheless, in recent years, as the pace of technical and scientific research and progress has gained tremendous momentum, that all the State of Oregon libraries need to liberalize their subject area acquisitional programs to better meet the immediate needs of their clientele. This has already been happening in the state's academic libraries. It could also profitably happen, on a controlled basis, in the services of the State Library to the numerous and varied agencies of the state.

The State Library has just recently commissioned a major study which will explore, in depth, the total library resources of the state, with emphasis on research holdings. This study can be expected to develop specific recommendations and principles which will be directed toward the state-wide policies the state has followed and should follow in developing its total library resource.

Without in any way attempting to intrude on the forthcoming study, this surveyor states, as a matter of personal conviction, that the acquisitional policies of the numerous libraries maintained by the state should not be rigidly confined by subject area. A common sense middle-of-the-road acquisition of resources to meet continuing needs should rather be followed by all the libraries. In line with this conviction it is believed that the State Library should now begin to acquire more of the materials needed by the various institutional professional staffs, including of course the staff of the Oregon State Hospital.

It would be unfortunate and unwise if the Oregon State Library should enter the complex and costly fields of acquiring scientific and medical literature in depth. These subject areas are well covered by the state's academic libraries. In the fields of medicine and psychiatry, they are very well covered by the University of Oregon Medical Library. Recognizing this, the State Library nevertheless could, and it is believed should, now begin to acquire some of the most basic scientific resources currently needed by the various institutions.

This matter is an important part of this survey. It might well have been discussed in a separate section. It has seemed logical, however, to include it in this commentary of the State Hospital Staff Library because the library needs of the hospital professional staff so definitely point up the entire situation.

It is not proposed that the long standing Oregon principles of library integration and coordination be abandoned. Far from it. It is the intent rather to suggest that these principles be adjusted and liberalized to fit the present fast-paced evolution in the scientific and cultural communities. To do this well will require far more judgement and knowledge on the part of the state's librarians in all agencies than would rigid compartmentalization of resources.

If these points are labored somewhat it has been because an informed and liberal integration of library resources rather than a rigid one is judged to be required by the times. The progress which is currently being made in mechanistic controls of knowledge may well eventually bring state, regional, and/or national reservoirs of knowledge into being. The time will never come, however, in the judgement of this surveyor, when a doctor at the Oregon State Hospital, or at any other of the state institutions, will not need to visit the Staff Library on occasion to see, in letterpress form, what is new in his field and to pursue developments touching his immediate interests and problems. This will always require basic holdings both in the Staff Library and in the State Library. If then study and research in depth becomes necessary, the comprehensive resources of the Medical School Library, or of the state's universities, and/or a regional reservoir can be called on. Perhaps, within some years or decades this can be done by computer. For the immediate future, traditional methods will quite certainly prevail:

Recommendations:

1. That funds for the hospital Staff Library be increased.

2. That more library space, free from conference intrusions, be somehow provided for the staff.

3. That a closer liaison be established between the State Library and the Staff Library and that, as a part of that liaison, the holdings of the State Library be enriched with basic materials in the medical and psychiatric fields.

Diploma Nurses' Library

This collection contains approximately 1,200 books acquired entirely through a $2.00 library fee per student. The library carries 15 periodical subscriptions. One hundred and sixty-four books were added in the 1965-67 biennium and four new periodical subscriptions were entered. The clientele served includes, on an average, 80 student nurses and 7 staff members of whom 5 are instructors in psychiatric nursing. Ten patient activity nursing and nursing assistants are also served. The books are classified by the National League of Nursing scheme. The librarian, Mrs. Lily Dana, a Clerk-Typist 2, has had experience in public libraries in Colorado Springs and Los Angeles.

The library is located in the Student Dormitory. It has only 483 square feet of space. This is far too little. By crowding, 24 reader spaces are available. To relieve congestion, a room across the hall is occasionally used. The Director of Nursing Education, Miss Shirley Jarrot, is hopeful that this room can be incorporated into the library by cutting a doorway in between. There are continuous open hours with the exception of 12 midnight until 8 a. m.

The student fee through which the library is maintained falls short of meeting all needs. There is not enough money for periodical subscriptions, some of which should be carried in duplicate. Current indexes to nursing literature are not purchased because of cost. Recreational reading, for which there is a distinct need since the students are under considerable strain, cannot be acquired. No audio-visual equipment is owned, even though good films and tapes are excellent teaching aids in the field. To a limited extent, films are purchased from the student fee. Showings are made on a borrowed projector. A tape recorder requested in the budget has not been secured. An additional needed teaching aid which has not been secured is an overhead projector.

A need not presently met in the development of the aide in-service training program is a good reading and film library specifically for the aide students. Such a collection could also serve the patient-activity-in-nursing program and the nursing assistant program designed to teach skills in the physical care of patients. Materials on these practical skills is needed as graduates of the aide program are often employed in hospitals and nursing homes upon discharge.

This surveyor has gained a distinct impression that the nursing education program, including its library facilities, is intelligently conceived and efficiently directed. It is believed that there will be direct and immediate benefits in a closer liaison with the State Library. Particularly will this be so if the State Library can enrich its resources in both the professional and practical nursing fields.

Recommendations:

1. That the $2.00 nursing fee for the library be discontinued and that the purchase of books for the nursing education program be absorbed by Title IV-A funds; that, whether this is or is not done, the State Library improve its holdings substantially in the field of nursing education.

2. That the library be enlarged by incorporating an adjoining room into it on a permanent basis.

3. That needed audio-visual equipment, a film projector, a tape recorder, and an overhead projector be acquired in the 1967-68 year.

Academic Degree Nursing Program

The young women in this program are students in the University of Oregon Medical School of Nursing. Upon graduation they receive a baccalaureate degree. A separate small library, on deposit from the University of Oregon Medical School Library, has recently been established, in another area of the dormitory, for these students. In addition they have access, as required, to the Diploma Nurses Library. The deposit library from the Medical School is, as would be expected, an up-to-date collection. It is somewhat incongruous that the university student nurses should be supplied with excellent library services but that the diploma students must, in effect, buy their own library. A correlation of these two libraries, both in development and use, would be to the advantage of the total educational program and of the students in both categories.

> Recommendation: That every effort be made to enlarge the space of the diploma library, as recommended above; that as and when this is done the university collection be incorporated with it as a separate entity.

School Library

Among the inmates of the State Hospital are some 60 emotionally disturbed youngsters with an average age of about 15. Twenty-five of these unfortunate young people are girls. Thirty-five are boys. The Salem Public Schools maintain two teachers, under the Handicapped Child Law, to instruct these students. The Salem school system is in turn reimbursed by the State Department of Education for the salaries of the two teachers.

This library, which is located between two classrooms, contains 812 books, most of which are "usable" discards from the State Library and the Tillamook County Library. Four periodicals are subscribed for. A limited number of books are borrowed from the State Library through the Patients' Library. All books and equipment are the property of the State Department of Education. The library owns one player, one projector, and one television set. Tapes and films from the Salem Public Schools are used with this equipment.

Books are arranged alphabetically by fiction and non-fiction. They have been cataloged with the help of a patient who also worked in the Patients' Library.

> Recommendation: That the book stock be upgraded from its present "discards" status through the purchase of attractive and appropriate new books. This probably would have to be a three-way program between the Salem Public Schools, the State Department of Education, and the State Library.

Fairview Hospital and Training Center

The library needs and problems at Fairview, while they have points of similarity with the State Hospital, are, for the inmates, substantially different. This is also true of the other institutions for the retarded. It must be admitted that at this stage of knowledge about the care and training of retardates reading has no great and easily defined place. Conversely, audio-visual resources and services assume a greater importance for the retarded than they do for persons of normal intelligence.

An additional factor in the training of the retarded is that the ratio of professional staff to students must be high. At Fairview the professional staff numbers 107. This places additional emphasis on providing adequate library materials and services for this category of the staff.

The Fairview population is presently 2,300, the largest number of unfortunates in any of the Oregon institutions. Of these people 1,600 are illiterates. For them a traditional library program, however excellent, can have little, or at the best, only limited appeal and value. The 700 inmates with grade school intelligence become, therefore, the chief beneficiaries of the library program.

Fairview maintains three libraries: a small and relatively unimportant Residents' Library in the Community Center, the School Library, and the Staff Library or libraries. The School Library occupies 900 square feet. This is attractive, centrally located space, well lighted and ventilated. There are 30 places for readers. The library contains approximately 1,000 volumes, cataloged and classified by the Dewey System. Sixty periodicals are subscribed for and two newspapers are received. Six tapes, 42 films, and 279 filmstrips are owned. Players number 26 and projectors 23. Five television receivers are owned.

It is difficult to assess the value of a Residents' Library, or even of a School Library, in an institution for the retarded. Scott Schilling, Director of Education at Fairview, emphasizes that there have been, in the more recent years, great advances in working with the retarded. Under the stimulus of the Kennedy family, the interest and writings of Pearl Buck, and enlightened legislators both at federal and state levels, it is being found that retarded people, given expert guidance, are capable of greater improvements and achievements than had been supposed. Nevertheless, as Mr. Schilling points out, for the retarded person, reading, if he is capable of reaching that level, is hard work, not recreation.

It is clear that a patients' or inmates' library in institutions for the mentally retarded can be of only limited effectiveness in the traditional sense. The low intelligence level of the unfortunates in such institutions requires that for the most part they be reached and appealed to by means other than the printed word. The increasing attention now being given to the retarded in our society generally, including demonstration that they are more trainable than had been thought, indicates that a highly specialized "library" with emphasis on audio materials and picturization, in both still and moving forms may also be more effective than has heretofore been supposed. A professional librarian in an institution such as Fairview, or in the other Oregon institutions for the retarded, would, granting sufficient funding, be in a strategic position to carry out research and experimental programs in these difficult but important matters. Hopefully this could be done cooperatively among the Oregon institutions for the retarded.

The very difficulty of defining the value of a library at Fairview or for retarded people anywhere and demonstrating its needs and effectiveness indicates to this surveyor that a professional librarian, hopefully with some experience in working with the handicapped, could be exceptionally helpful to the institution in attaining its objective. Such a person could direct and organize the work of all three libraries. For a time, and perhaps permanently, such a position could be assigned combined library-audio-visual responsibilities. Early attention could be given by such a staff member to developing and strengthening the Staff Library to reflect and meet current research on the problems of the retarded.

The Staff Library is presently dispersed among some five departments. Only $75 per year is budgeted for books for it. This amount, miniscule in relation to the high cost of technical and scientific books, is divided among five departments, each of which has direct custody of the books it orders. Under this arrangement upward of 1,000 volumes have been added to the various staff collections. Most of these titles are solid and relatively recent books. It seems obvious that somehow staff books, over and above the budgeted amounts, have been acquired. All books on hand are cataloged by author and title with a notation of the department in which the book is housed. In one sense this segment of Fairview Library needs looms more important than the School Library. A professional librarian could do much to vitalize and substantially upgrade it.

An additional library need at Fairview is a small, carefully selected library, chiefly recreational,for nurses. This, too, should it be established, could be developed and managed by the librarian.

Recommendations:

1. That the State Library give early attention to the library situation and needs at Fairview.

2. That the State Library increase substantially its own holdings dealing with the retarded.

3. That direct attention be given to developing and strengthening the Staff Library and to assisting staff members with their book research needs.

4. That high institutional and State Library priority be given to adding a professional librarian to the staff and that this person, in the beginning, carry a joint library-audio-visual responsibility.

5. That research and experimentation be undertaken to establish the kind of library facilities most effective in an institution for the retarded.

F.H.Dammasch State Hospital

This hospital was opened in March of 1961. It has a bright, new, and efficiently planned plant. Inmates number approximately 420 at any one time, with some 2,600 served annually. These people come chiefly from the Portland area. The bulk of this population has a high school education. A very few are illiterate. A small number have college educations. The majority are adults. The institutional professional staff numbers over 200. The hospital is oriented toward Portland and the University of Oregon Medical School rather than toward Salem.

The library needs of this hospital are similar to those of the Oregon State Hospital in Salem. The Patients' Library occupies 570 square feet of attractive and conveniently located space. Except for journal subscriptions, all the books are donated. The shelves, nevertheless, have a somewhat attractive appearance. The books are cataloged by author and title. Maintenance of the library, including cataloging, is done entirely by volunteer help which averages about two hours per week. Book carts are taken to the wards. No records of use are kept.

The Medical Library is supervised by the Clinical Director. It occupies 292 square feet, conveniently located for staff use. Except for some journal subscriptions for the Patients' Library, all institutional expenditures for books, approximately $1,000 per year, are for the Medical Library. Cataloging is done by the personnel of the Medical Records Room, with one of the staff members spending about one-half hour per week in the library. No books are borrowed from the State Library, but staff members sometimes use the University of Oregon Medical School Library directly.

The Oswego Public Schools maintain a full time teacher in this hospital for the instruction of adolescent patients. A limited number of books are supplied by the schools to support this teaching. In addition, the Clackamas County bookmobile visits the hospital once a month.

The net impression of the library situation in this hospital is that the libraries are somewhat self-managing. Nevertheless the work of the hospital would definitely be facilitated if its librarian could be given full time professional direction. Such a librarian could add stimulus and direction to the Patients' Library, including upgrading it in content and attractiveness. He or she could also strengthen the Medical Staff Library and make it more directly useful. This could be done in coordination with the University of Oregon Medical School Library from which staff may borrow books on a direct loan basis.

Recommendations:

1. **That a substantial number of bright, fresh books of therapeutic value be added to the Patients' Library.**
2. **That a full time professional librarian be added to the staff to direct all library activities and facilities.**

Eastern Oregon Hospital and Training Center

The responsibilities of Eastern Oregon Hospital are being altered substantially. Due to the fortunate and encouraging decline in the need of continuing hospitalization of the mentally ill, the hospital is now able, within existing space, to care for a considerable number of mentally retarded people. This is at levels where they are deemed to be somewhat trainable.

The population of the mental hospital is presently approximately 550. Of these some 300 are males and 250 females. Residents in the retarded categories number approximately 260.

The Patients' Library contains some 7,500 volumes, nearly all of which have been donated. These are housed in a pleasant and conveniently located room of 1,700 square feet in the center of the main floor. There are seats for thirty readers. Fifteen periodicals are received. It would require only some paint and inexpensive renovation to make this an exceptionally attractive and inviting room.

The library is under the full time direction of Evelyn O'Brien, a graduate of the University of Oregon. She holds the position of recreational therapist. She is presently engaged in reorganizing the entire collection, classifying it into the Dewey System, recataloging as necessary, and developing a shelf list. Two inmates are used to work in the library upon assignment of their doctors. Peripheral duties for Mrs. O'Brien include editing the hospital newspaper.

As do the "donated" libraries in the other institutions, this collection looks somewhat drab and shopworn. It would obviously profit by the infusion of bright new purchased books, carefully selected for their therapeutic value.

The definite impression of this library is that it is well administered. A plus factor in its operation is that the Umatilla County Library maintains a collection of 150 volumes in it. These are on deposit for two month periods. No books are borrowed from the State Library. Included in the library services is regular book cart service to the wards during which patients are encouraged to read. To a limited extent wards for the retarded are visited in the book cart service.

The professional staff of the hospital numbers 31. A small library of only a few hundred volumes is kept for them in a separate room. This is under the direction of Mrs. Dunnigan. Since the hospital is remote from larger libraries, the staff collection could profitably be considerably enlarged. It seems probable, too, that interlibrary loans from the State Library, and perhaps also the University of Oregon Medical School, could be helpful.

A very limited number of books are available for use in the Admissions Building. Classes are conducted there by the Pendleton school system. A well defined library, as such, is however not maintained. Student nurses, who commute from Walla Walla College, are assigned a room in the building. A library is not provided. If these young women have access to a nursing library, it has to be in their college library. Since they commute daily, this would be workable but not ideal.

Recommendations:

1. That the State Library make a special effort to establish contacts, now practically non-existent, with this hospital.
2. That the library be renovated and that a substantial number of purchased books be infused into it.
3. That the Staff Library be strengthened and developed.
4. That, as a long-term goal, a professional librarian be planned for.

Columbia Park Hospital and Training Center

The adult retarded serviced by this hospital are, with a possible few exceptions, not capable of using books. At the best, only picture books can appeal to the present population. There are some books of this kind available in the cottages--as many as are currently needed. It is possible that research and experimentation of the kind suggested above for the Fairview Training Center could develop ways and means of realizing and appealing to the unfortunates at Columbia Park with audio-visual materials.

In view of the limited capacity of the patient population to use books in the traditional sense, the library needs of this hospital center chiefly on providing an adequate library for the professional staff which presently numbers 21. A well kept little staff collection is maintained in a small room which has seating places for six persons. For the present situation this space is adequate.

The medical records librarian is in charge of this collection which consists chiefly of journals of which thirty are subscribed for. There are, however, a limited number of monographs. These are fully cataloged and classified by the Dewey System.

Only $100 per year is available for the purchase of books. Five hundred dollars was requested in the forthcoming biennium, but this increase was deleted from the budget. In view of the location of this hospital, somewhat isolated from the larger libraries, it seems essential that its professional library should be strengthened. For the immediate future, a full time librarian will not be needed.

Recommendations:

1. That the State Library establish a closer liaison with this institution and that it assist it in the enriching and upgrading of its staff library.

2. That a continuing annual book budget of not less than $500, as a beginning, be established.

Libraries For the Physically Handicapped

60/61

School For the Blind

This library serves 105 students and a staff of 79. Of the students, 99 are at grade school level and only 6 are in high school. The library seriously needs upgrading and improvement in every aspect: personnel, space, and resources. While the room occupied by the main library, consisting of braille and talking books, has 2,000 square feet, this cannot be considered as entirely library space. The room is a former museum and many museum objects are still there. In addition, it doubles as a classroom, with classes meeting there from 8:15 in the morning until 2:00 p.m. There are 20 reader stations, but these are occupied for much of the day by students in class.

The braille and talking books owned number 6,350 titles. There are multiple volumes of many of these. Thirty-five periodicals are subscribed for and seven newspapers. A total of 100 records, other than talking books, are owned, along with 400 tapes. Other institutional library resources are scattered. The letterpress books, consisting in large part of the staff library, are in a room downstairs. Non-book materials, such as maps and charts, are in the classrooms.

The library is administered by a teacher, Mrs. Mary Miller, but she is assigned to it for only one-sixth of her time. She has a one-half time clerical assistant. Books are cataloged by author and title. Approximately $2,500 is expended annually for materials. Purchases are made upon recommendation of the staff as funds permit with decision resting with the principal and the librarian. One plus factor in selecting books is that only high quality titles are available. A book has to be really good to be put in braille.

Some 800 volumes are circulated annually to the staff and about 1,500 volumes to the students. More than any other of the eleven institutions, this library draws heavily on library resources elsewhere. Approximately 25 books are borrowed each week from the State Library. Borrowings are also made extensively from the federally supported Regional Library for the Blind, maintained by the Multnomah County Library. Books are also borrowed from the Salem Public Library.

Recommendations:

1. That appointment of a full time librarian be given first priority by the school and the State Library for the year 1967-68.

2. That an equally high priority be assigned to finding more space for the library, free of classroom use.

3. That expenditures for books be substantially increased.

4. That the staff library be incorporated into the new library space under the direction of the librarian and that this collection be significantly enriched in holdings.

School For the Deaf

This school is the only one of the eleven institutions which has its library facilities and services under full time professional direction. It is one of the few state-supported schools for the deaf in the entire nation to have a full time librarian. In addition to the librarian, there are two full time non-professional library assistants. These two positions are funded by federal Title I. Should this money be withdrawn or diminished the library would suffer seriously.

The results of professional management are apparent in many directions in this library. One example is a comprehensive and well-thought-out formulation of policies and regulations under which the professional library will be developed and used. Another is a statement of policies and procedures for the circulation of materials. Both these documents have been reproduced in quantity for distribution to all concerned. Still another example is a well-defined program of directing and training non-professional workers. This includes use of a listing of non-professional library duties as prepared by the State Department of Education. A summary of the librarian's duties, prepared for this survey, is impressive.

The school presently serves 298 students. Of these, 164 are male and 134 female. Ages range from 4 to 22 with an average of 13. There are 40 pre-school children and 135 at the grade school level. The rest of the population, 123, falls in the junior high school and high school brackets. Professional staff served number approximately 100.

Unfortunately the library is not as fortunate in its physical facilities as it is in its management. It occupies 3,566 square feet of space. This is reasonably adequate space-wise, but it is located immediately above the cooking and dining facilities. Actually this is an attractive area with windows on three sides. It has 45 reader stations. It does not, however, lend itself to good traffic and control patterns, and staff work areas are far from ideal.

The building is old and the floor is at or near the limits of its bearing qualities. A supporting column in the middle of the room has already rotated a few inches on its axis. As the book stock grows, the problems of placing it on this already overloaded floor will become acute. In remodeling the present space for the library, the lighting was made excellent. Both heating and ventilation fluctuate, however, and are hard to control. A new library building or new library space has a priority position among the institutional building needs, but no specific plans for it have, at this stage, been developed.

The library presently contains 4,227 volumes. It subscribes for 88 periodicals and receives 4 newspapers. It has 56 recordings, 30 tapes, and 253 captioned films for the deaf. Also owned are 3 record players, 4 opaque projectors, 4 sixteen-millimeter projectors, 26 overhead projectors, and 2 eight-millimeter projectors. The librarian is directly responsible for the use and maintenance of all this extensive equipment. The institution also owns 10 television receivers.

Five hundred volumes were added to the library in the 1965-67 biennium. There are ambitious plans for increasing holdings in the 1967-69 and succeeding years.

Approximately 1,000 volumes were circulated to the staff during 1965-67. Students withdrew 31,400 books during these years. Seventeen hundred volumes were borrowed on interlibrary loan, 650 for the staff and 950 for student use. Most of these books were secured from the State Library, a few from the University of Oregon Medical School Library.

This library is a good example of what an institutional library can be, given quality direction and good institutional support. Should this present survey help to bring the other 10 institutional libraries similar improvement, it will have served its purpose.

Recommendations:

1. That the institution assign a top priority to constructing a new library building.
2. That the projected plans for increasing the materials and equipment for the library be funded and carried through.

A Division of Institutional Library Services

The upgrading and improvement of institutional library facilities, resources and services covered in the foregoing commentary and recommendations is envisaged as a three phase program under a new Division of Institutional Library Services as set forth on the following pages.

FINANCIAL REQUIREMENTS OF RECOMMENDATIONS FOR IMPROVING AND UPGRADING LIBRARY SERVICES AND FACILITIES IN THE STATE OF OREGON INSTITUTIONS: A THREE PHASE PROGRAM

	Position		Title	Salary		
				Monthly	Annual	Biennial
Phase I 1967-69	2009	Librarian 4	Coordinator, Institutional Library Services	$810	$9,720	$ 19,440
	2007	Librarian 2	Assistant Coordinator, Institutional Library Services	685	8,220	16,440
	2008	Librarian 3	School for the Blind Librarian	745	8,940	17,880
	0013S	Secretary 3	Institutional Secretary	420	5,040	10,080
	Books, Equipment, and Supplies				10,900	21,800
	Total Costs - Phase I				42,820	85,640
Phase II 1969-71	2009	Librarian 4	Coordinator, Institutional Library Services	810	9,720	19,440
	2007	Librarian 2	Assistant Coordinator, Institutional Library Services	685	8,220	16,440
	2008	Librarian 3	School for the Blind Librarian	745	8,940	17,880
	2008	Librarian 3	Correctional Librarian	745	8,940	17,880
	2008	Librarian 3	Mental Health Librarian	745	8,940	17,880
	2008	Librarian 3	Fairview Librarian	745	8,940	17,880
	2008	Librarian 3	Dammasch Librarian	745	8,940	17,880
	0013S	Secretary 3	Institutional Secretary	420	5,040	10,080
	Books, Equipment, and Supplies				15,000	30,000
	Total Costs - Phase II				82,680	165,360

Phase III 1971-73	2009	Librarian 4	Coordinator, Institutional Library Services	810	9,720	19,440
	2007	Librarian 2	Assistant Coordinator, Institutional Library Services	685	8,220	16,440
	2008	Librarian 3	School for the Blind Librarian	745	8,940	17,880
	*2008	Librarian 3	Correctional Institution Librarian	745	8,940	17,880
	**2008	Librarian 3	State Hospital Librarian	745	8,940	17,880
	2008	Librarian 3	Fairview Librarian	745	8,940	17,880
	2008	Librarian 3	Dammasch Librarian	745	8,940	17,880
	2008	Librarian 3	State Penitentiary Librarian	745	8,940	17,880
	2008	Librarian 3	Hillcrest Librarian	745	8,940	17,880
	2008	Librarian 3	MacLaren Librarian	745	8,940	17,880
	2008	Librarian 3	Eastern Oregon State Hospital Librarian	745	8,940	17,880
	0013S	Secretary 3	Institutional Secretary	420	5,040	10,080
	Books, Equipment, and Supplies				15,000	30,000
	Total Costs - Phase III				118,440	236,880
	TOTAL COSTS, PHASES I - III				243,940	487,880

*Correctional Librarian under Phase II

**Mental Health Librarian under Phase II

Salaries: Step 3 has been used.

N. B. The projected costs are by no means all new. Many of them are found, at lesser levels, in the 1965-67 and earlier biennia. In Phase I the Coordinator of Institutional Library Services and his Assistant will work with all institutions. The Librarian for the School for the Blind will be assigned directly to that institution. It is assumed that the present professional position in the School for the Deaf Library, as well as the two assistants, will be continued. In Phase II the Correctional Librarian and the Mental Health Librarian may work in a supervisory capacity or directly with the institutions as experience may dictate. The librarians of the F. H. Dammasch Hospital and Fairview Hospital and Training Center will serve in those institutions. In Phase III all projected positions, with the exception of the Coordinator of Institutional Library Services and his Assistant and secretary, will give direct service in the institutions indicated.

It is emphasized that the costs projected in these three phases are not the total costs of the proposed program. Desks, typewriters, supplies and similar direct costs of the new responsibilities are envisaged in the projections. In addition, the new personnel and division will impose added requirements of accounting, payroll processing and purchasing, which will need to be absorbed into and by the existing library machinery for these purposes.

Phase I, with the exception of the librarian for the School for the Blind, is visualized as a direct function of the State Library carried on the regular library budget. The Coordinator of Institutional Library Services and his Assistant would initiate their work, presumably by familiarizing themselves thoroughly with the eleven institutions and their libraries. Immediate assistance could be given in the processes of book selection and the clerical procedures of book ordering, as well as in cataloging and in the planning of the institutional library program.

It is possible, perhaps probable is the better word, that as Phase I develops, it will be found that the functions of ordering and organizing materials for the various libraries can be centralized in the State Library. It is thought that this, at least in the beginning, would not include the strong and professionally directed library at the School for the Deaf. This school, however, might well, as the centralization evolves, find benefits and economies in being included in the centralized operations.

Progress toward centralizing acquisition and cataloging, if it comes, will of course have to be worked out individually with the institutions concerned. The costs and budgetary implications of such processing will need to be carefully developed. It would probably not be wise to commence centralized book buying and cataloging in one fell swoop or through an all inclusive directive. A complete centralization, as a long term objective, should, nevertheless, be kept in the foreground of thinking and planning both at the institutions and at the State Library.

Many large public and academic library systems carry out centralized book buying and cataloging for large families of libraries, with component parts often located at a distance. It has been demonstrated that such programs, where competently directed, result in dollar economies as well as greater library efficiency. In the early stages of moving toward centralization the Coordinator of Institutional Library Services and his staff could perhaps carry most of the details. Complete centralization would, however, particularly as the program grows quantitatively, be accompanied by cataloging and book buying costs over and above staff costs projected in the three proposed phases.

One variable in the current book buying and ordering procedures at the institutions is that some of them are, in the procedures of their business offices, being required to purchase books, when in larger amounts, on bid. The State Department of Finance and the State Purchasing Department have long since exempted from bid procedures the purchase of books and periodicals for the State Library and the libraries of the State System of Higher Education. At some of the institutions here surveyed such exemptions also prevail. It is believed that it will be a simple matter, and one contributing to efficiency and economy of operation to extend these exemptions to all the institutional libraries. This could be done through direct negotiation between the institutions concerned and the State Purchasing Department.

The therapeutic, vocational, and motivative values of having some of the inmates and residents at the institutions work in various parts of the library program should not, under centralization, be lost sight of. This is an area where the personnel of the Division of Institutional Libraries could be fruitfully active.

Phase II of the projected program is conceived of as still functioning directly in and budgeted as a part of the State Library staff. The Correctional Librarian would work with and advise in the library programs at all four of the correctional institutions. Similarly the Mental Health Institutions Librarian would be concerned with upgrading the libraries for all the mental health institutions, as well as those for the retarded. Or, if experience indicates that it would be more effective, these two positions could immediately be assigned to work within the institutions.

Phase III is thought of as an open-ended arrangement. When this stage is reached the Correctional Librarian projected in Phase II can definitely become the librarian of one of the correctional institutions, possibly the State Penitentiary. Similarly, the Mental Health Institutions Librarian of Phase II can then, if not before, become the librarian of one of the mental institutions, perhaps the Oregon State Hospital. The positions of Correctional Librarian, Hillcrest Librarian, MacLaren Librarian and Eastern Oregon Librarian will by no means be entirely new and added costs to the state. At all of these institutions present personnel are devoting time to the libraries. At MacLaren, the State Hospital, and Eastern Oregon, this is on a full time basis. Upgrading these positions, as well as the part time library positions at the Correctional Institution, the State Penitentiary, and Hillcrest to professional levels, will be a very large step toward high grade library service in all of these institutions.

Whether the professional library positions suggested in Phase III should be budgeted on the staffs of the institutions concerned or on the staff of

the State Library Division of Institutional Library Services is a matter which should rest on experience up to that stage. Progress of federal and state funding and concern in ensuing biennia in all the areas of the functions and responsibilities of the eleven institutions will provide good guidance for these decisions. Obviously, the primary concern should be workable and efficient library programs at all the institutions rather than budgetary and administrative hierarchies in the State Library.

While this study is concerned only with the corrective and mental agencies of the state and those for the handicapped, it is believed that it has considerably wider implications. A Division of Institutional Library Services in the State Library, once established and functioning smoothly, might well absorb, perhaps somewhat by osmosis, responsibilities for other agencies and divisions of the state. This study makes no formal recommendations in this direction. It is conceivable, however, that the new division could well be drawn into the library problems and needs of such agencies as the Department of Agriculture, the Department of Commerce, the Planning and Development Division, the State Department of Forestry, the State Board of Health, the Public Welfare Commission, the State Highway Department and other agencies, all of which will have increasing responsibilities as the State of Oregon grows and as our society becomes more complex. Obviously, should there be definite progress in this direction, it would be accompanied by staffing and budgetary needs.

General Recommendations

The overriding recommendations of this study, encompassing in part recommendations made above for the individual libraries, are:

1. **That a new Division of Institutional Library Services be established in the State Library.**

2. **That definite goals and target dates be developed for bringing the library program at all the major institutions under professional direction.**

3. **That the State Library upgrade its holdings and resources in the areas of responsibility of the institutions, mental illness, retardation, correctional custody, and education of the handicapped and that, in order to do this it liberalize its rather closely adhered to policies of not duplicating technical and scientific literature found in other libraries maintained by the State of Oregon.**

4. **That the Oregon Library Association be encouraged to establish a committee to be concerned with institutionalized citizens with particular attention to alerting the library community to absorbing these people back into the open society and to making each individual,as released, aware of the library facilities and resources available to him.**

Conclusion

Examining and studying the library needs of the eleven institutions Oregon has established to provide correctional custody of wayward citizens, or to care for mentally ill or otherwise handicapped persons has been a rewarding and enriching experience for this surveyor. The predominant conviction carried away from this survey is that library facilities and services can take a much more fruitful part in the work of all the institutions than they presently do. A further conviction is that from a humane viewpoint and the plain dollar and cents economy of returning unfortunate or misled citizens to constructive and productive citizenship, the upgrading and improvements recommended will be a sound investment in promoting and constructively developing the greatest asset the State of Oregon has, its citizenship. The study is left in the hands of the State Library and the Board of Control in high hopes that steady progress toward carrying out the recommendations will be made.

Appendices

APPENDIX I
INSTITUTIONS INCLUDED IN THE SURVEY WITH DATES OF VISITATIONS

April 24	School for the Deaf	M. B. Clatterbuck, Supt. Rodney J. Gould
April 27	Oregon State Hospital	Dr. D. K. Brooks, Supt. E. T. Eberhart and Librarians
April 27	Oregon State Correctional Institution	R. J. Williard, Supt. A. M. Colbert
April 28	School for the Blind	Charles C. Woodcock, Supt. Mrs. Mary Miller
April 28	Hillcrest School of Oregon	Mrs. Isabel Hall Mrs. Marjorie Rodriguez
May 1	Fairview Hospital and Training Center	Dr. J. M. Pomeroy, Supt. D. Scott Schilling
May 1	MacLaren School for Boys	Amos E. Reed, Supt. Warne Empey
May 2	Corrections Division	George W. Randall
May 2	Mental Health Division	Dr. Kenneth D. Gaver
May 4	Oregon State Penitentiary	Warden C. T. Gladden and W. F. Kennedy
May 4	F. H. Dammasch State Hospital, Wilsonville	Dr. R. L. Guiss, Supt.
May 8	Eastern Oregon Hospital and Training Center, Pendleton	Dr. Norman H. Stewart
May 9	Columbia Park Hospital and Training Center, The Dalles	Clarence W. Palmateer
May 10	Mental Health Division-second visit	Dr. Kenneth Gaver
May 10	Corrections Division-second visit	George W. Randall
May 10	Board of Control	William Wood
May 12	School for the Deaf-second visit	Rodney J. Gould

APPENDIX II
ADVISORY COUNCIL FOR THE SURVEY

A. M. Colbert	Education Supervisor Oregon State Correctional Institution P. O. Box 568, Salem 97310
Rodney J. Gould	Librarian Oregon State School for the Deaf 999 Locust Street N.E., Salem 97310
E. T. Eberhart	Coordinator of the Department of Rehabilitation Services Oregon State Hospital Station A, Salem 97310
W. F. Kennedy	Academic-Vocational Education Director Oregon State Penitentiary 2605 State Street, Salem 97310
Mrs. Mary Miller	Teacher Oregon State School for the Blind 700 Church Street, Salem 97310
Mrs. Marjorie Rodriguez	Teacher Hillcrest School of Oregon 2450 Strong Road S.E., Salem 97310
D. Scott Schilling	Director of Education Fairview Hospital and Training Center 2250 Strong Road S.E., Salem 97310
Warne Empey	Principal MacLaren School for Boys Route 1, Box 37, Woodburn 97071
Gene Osborn	Management Analyst Oregon State Board of Control 775 Court Street N. E., Salem 97310

APPENDIX III
QUESTIONNAIRE FOR THE SURVEY

OREGON INSTITUTIONAL LIBRARY SERVICES AND NEEDS-A SURVEY CONDUCTED BY THE OREGON STATE LIBRARY UNDER THE LIBRARY SERVICES AND CONSTRUCTION ACT

Data and Viewpoints Required from All Institutions

Name of Institution ________________________________

____

I. Institutional Administration and Staff

Please supply, on a separate sheet, an organization chart showing the place of the Library in the Institutional hierarchy.

II. Professional Institutional Staff Served by Library

Number, total and by categories, i.e., doctors, psychiatrists, chaplains, social workers, educators, other.

Do members of staff have research projects in progress

Are new research projects in prospect

Is this phase of the Institutional program likely to increase

If so, in what directions

In what ways and through what agencies do you feel that staff library needs can best be met. Please supply narrative comment.

III. Inmate Population Served

Total number _____

If available and applicable:

Sex:
Male _____
Female _____

Age:
Average: _____
Mean _____

Educational backgrounds: number of

Illiterates _____
Grade School _____
High School _____
College _____

Please supply narrative qualifications and commentary as required. Realistic rather than statistical information is sought. If a high school graduate cannot read, he should be included with the Illiterates.

IV. The Library Program

Number of staff

Professional. List names and F. T. E.

Schools and degrees

Civil Service ranks and salary

Non-professional staff. List names and F. T. E.

Education required

Non-professional staff, Cont'd.

Civil Service ranks and salary

Volunteer staff

Inmate staff

Itemize library duties of

Professional staff

Non-professional paid staff

Volunteers

Inmates

Itemize non-library duties, if any, of:

Professional staff

The Library Program, IV Cont'd.

Itemize non-library duties, if any, of: Cont'd.

Non-professional paid staff

What steps and procedures are followed in training staff

Non-professional paid

Inmate

What procedures are followed in selecting staff

Non-professional paid

Inmate

Is present staff adequate

In numbers

In qualifications

If not, what additional staff, at what levels, do you recommend

The Library Program, IV Cont'd.

Have you recommended more library staff in past

If you have and have not been successful, please state frankly why, in your opinion, this has been so.

V. Books and Related Materials

Selection policies

Who initiates requests for books

What are order and control procedures

Submit samples of order forms and/or cards

Are separate accounting procedures maintained by library

Do State bidding and accounting procedures constitute a problem. If so, please detail.

Does professional staff in general participate in recommending books

If so, what are the procedures used--cards. Memoranda.

What book selection tools: Publishers Weekly, Readers Guide, Library Journal, etc., are received. Please list.

How are these used

Books and Related Materials, V Cont'd

Do selection and purchase procedures for non-book materials vary from book procedures

If so, explain

Who makes final decisions on materials to be purchased. Are there special problems

Organization of materials

Are books cataloged and classified. If so:

What classification scheme is used

Who does the cataloging

Is a shelf list maintained

Is there a regular, i.e., continuing program of inventory and discarding

Are you satisfied with organization of materials

What is organization plan for non-book material such as records, files, etc.

VI. Physical Facilities

Square feet in library

Location and availability of library

Is it satisfactory

Physical Facilities, VI Cont'd.

Are there traffic or restrictional problems that constitute a problem

Is staff work space adequate

How many spaces for readers are there

Is space for supplies and storage adequate

Equipment of library

Is shelving and furniture adequate. Attractive.

Is lighting, heating and ventilating satisfactory

If library space is not sufficient, have plans and/or recommendations for improved housing been made. Please supply narrative comment.

VII. Services to Inmate Population

How many hours is library open

Are inmate staff members left in charge

Usually

Sometimes

Are book discussion groups organized

What special reference and information services, legal or otherwise, are provided. Please explain.

To what extent are interlibrary loans requested for inmates

What is the procedure for this. Who makes the decisions.

Services to Inmate Population, VII Cont'd.

How many books are borrowed from State Library

From what other libraries are loans chiefly made

Are there special problems in borrowing from other libraries

Are library services extended to restricted areas

Please supply rules governing use

VIII. Services for Institutional Staff

Is there a separate reading room or area for staff

Is there a special reference or advisory service for staff

Does library assist staff in finding required research material

Supply, if available, information on extent to which State Library is used in staff research.

To what extent are other library resources of community and State at large used

Services for Institutional Staff, VIII Cont'd.

Do staff members purchase needed literature on research grants

If so, how extensively

What are the procedures for this

What is final disposition of materials purchased

What do you feel needs to be done to improve services to staff

IX. General Institutional Resources

Does library have access to and may it use

Printing and duplicating equipment

Carpenter shop

Office supplies

X. Extra Institutional Resources

Does library have a working relationship with:

The local public library. If so, please explain.

The local school district--please explain.

Extra Institutional Resources, X Cont'd

Other libraries in State

Is there a clearly constituted working relationship with State Library

Please express your thoughts and ideas on how inmates, as they are released, can be made aware of and encouraged to use the library facilities of their home community.

STATISTICS OF HOLDINGS, USE, FINANCE

	1959-61	1961-63	1963-65	1965-67	Recommended for 1967-69
A. Materials Owned:					
Books					
Periodical Subscriptions					
Newspapers Received					
Recordings					
Tapes					
Films					
Players					
Projectors					
Pamphlets					
Pictures					
Television Receivers					
B. Materials Added:					
Books					
Periodical Subscriptions					
Newspaper Subscriptions					

	1959-61	1961-63	1963-65	1965-67	Recommended for 1967-69
B. Materials Added: Cont'd.					
Recordings					
Tapes					
Films					
Players					
Projectors					
Pamphlets					
Pictures					
Television Receivers					
C. Use of Materials:					
Books Circulated					
To Staff					
To Inmates					
Interlibrary Loans					
For Staff					
For Inmates					
D. Financial Data:					
Biennial Expenditures for:					
Books and Other Printed Materials					

D. Financial Data: Cont'd.	1959-61	1961-63	1963-65	1965-67	Recommended for 1967-69
Recordings	____	____	____	____	____
Film Purchase or Rental	____	____	____	____	____
Supplies	____	____	____	____	____
Salaries:					
Professional	____	____	____	____	____
Non-Professional	____	____	____	____	____
Hourly	____	____	____	____	____

The Loeber analysis indicates that it is difficult to determine what is spent for library purposes because, in many instances, there is not specific budgeting for the library. Where this is so, state this and then use your best judgement in estimating expenditures. Recommendations for 1967-69 expenditures, in all categories, will require both vision and imagination. The approach should be in terms of what ideally ought to be, not what has been.

APPENDIX IV
STATISTICAL TABLES

Libraries of Correctional Institutions
Populations Served: Staffing: Space: Hours Open

	State Prison	Correctional Institution	MacLaren	Hillcrest
Population Served:				
Staff	In Different Buildings	Separate Staff Collection	In Administration Building	-
Inmate				
Male	1,447	460	446	-
Female	52	-	-	176
Educational Status:				
Illiterates	37	10	26	-
Grade School	725	25	90	12
High School	295	240	330	144
College	5	23	-	-
Average Age	34.1	22	15.7	15
Library Space:				
Square Feet	4,868	1,767	958	-
Workspace Adequate?	No	Yes	Yes	No
Ventilation Adequate?	No	Yes	Yes	No
Lighting Adequate?	No	Yes	Yes	No
Location Satisfactory?	Yes	Yes	Yes	No
Reader Places	24	20	36	14
Staff:				
Professional	-	-	-	-
Non-professional	1.0	.5	1.0	1 part-time
Inmate	10	4.0	Varies	Library Class
Is Staff Adequate?	No	No	No	No
Hours Open:				
Browsing	-	19	-	-
Reference	-	33	-	-
Total	33.5	52	40	36

Libraries of Correctional Institutions
Resources: Use: Expenditures

	State Prison	Correctional Institution	MacLaren	Hillcrest
Materials owned:				
Books	14,274	11,886	*6,786	2,800
Periodical Subscriptions	110	10	72	10
Newspapers Received	-	1	8	1
Tapes	100	10	4	-
Recordings	3,200	10	88	-
Films	974	-	**278	-
Materials Added 1965-67:				
Books	2,701	1,026	-	-
Periodical Subscriptions	33	-	-	-
Newspaper Subscriptions	-	-	-	-
Projectors	2	-	-	-
Tapes	100	1	-	-
Recordings	2,500	-	-	-
Television Receivers	2	1	-	-
Films	200	-	-	-
Players	1	-	-	-
Use of Materials:				
Books Circulated				
Staff	-	-	4,041	-
Inmates	90,000	100,965	9,000	-
Interlibrary Loans				
Staff	60	-	100	-
Inmates	900	2,392	50	-
Expenditures:				
Materials and Equipment	12,083	9,410	2,549	-
Equipment Owned:				
Players	5	-	-	-
Projectors	20	1	1	-
TV Receivers	5	1	2	-

*Includes 3,000 paperbacks.
**Film strips.

Libraries of Mental Health Division

Persons Served: Staffing: Space: Hours Open

	Oregon State Hospital				Eastern		Dammasch		Columbia Park	
	Patients	Nurses	Profes-sional	School	Oregon	Fairview	Patients	Staff	Patients	Staff
Persons Served:										
Staff	-	18	48	-	32	107	-	***183	-	21
Students	-	80	-	-	-	-	-	-	-	-
Inmates										
Male	696	-	-	35	305	1,300	-	-	-	-
Female	785	-	-	25	241	1,000	-	-	-	-
Average Age	55.8	-	-	15	-	-	-	-	-	-
Educational Status:	-	-	-	-	Variable	-	-	-	-	-
Illiterates	1.3%	-	-	-	-	1,600	Few	-	All	-
Grade School	46.9%	-	-	25	-	700	Few	-	-	-
High School	33.6%	-	-	35	-	-	Most	-	-	-
College	8.4%	-	-	-	-	-	Some	-	-	-
Unknown	9.8%	-	-	-	-	-	-	-	-	-
Library Space:										
Square Feet	1,215	493	843	90	1,700	900	570	292	-	Adequate
Workspace	-	-	-	-	-	Sat.	Sat.	Sat.	-	Sat.
Ventilation	-	-	Unsat.	Sat.	Sat.	Sat.	Sat.	Sat.	-	Sat.
Lighting	-	-	Sat.	Sat.	Sat.	Sat.	Sat.	Sat.	-	Sat.
Location Satisfactory	No	*Yes	No	Yes	Yes	Sat.	Yes	Yes	-	Yes
Reader Places	30	24	8	-	30	30	Adequate	-	-	6

	Oregon State Hospital				Eastern		Dammasch		Columbia Park	
	Patients	Nurses	Professional	School	Eastern Oregon	Fairview	Patients	Staff	Patients	Staff
Library Staff:										
Professional	-	-	-	-	-	-	-	-	-	-
Non-professional	1.0	1.0	**1.00	2.0	1.00	*1.00	-	-	-	-
Inmates	2.0	-	-	Some	2.00	-	-	-	-	-
Is Staff Adequate	No	Yes	No	Yes	No	No	No	No	-	Yes
Hours Open	48.5	Varies	40	40	50	40	24	-	-	40

*But far too small.
**Secretary part-time.
***Includes 135 psychiatric aides.

Libraries of Mental Health Division
Resources: Use: Expenditures

	Oregon State Hospital				Eastern Oregon			Dammasch		Columbia Park
	Patients	Nurses	**Staff	School	Patients	Staff	Fairview	Patients	Staff	Staff Only
Materials Owned:										
Books	10,000	1,200	-	812	7,500	-	1,000	-	-	-
Periodicals Received	20	15	-	4	15	-	60	60	-	30
Newspapers Received	5	-	-	-	-	-	2	-	-	-
Tapes	-	-	-	-	-	-	-	-	-	-
Recordings	-	-	-	-	-	-	150	-	-	-
Films	-	-	-	-	-	-	42	-	-	-
Materials Added 1965-67:										
Books	-	164	-	-	300	-	-	-	-	-
Periodical Subscriptions	-	4	-	-	-	-	-	-	-	-
Newspaper Subscriptions	-	-	-	-	-	-	-	-	-	-
Projectors	-	-	-	-	-	-	-	-	-	-
Tapes	-	-	-	-	-	-	-	-	-	-
Recordings	-	-	-	-	-	-	-	-	-	-
Television Receivers	-	-	-	-	-	-	-	-	-	-
Films	-	-	-	-	-	-	-	-	-	-
Players	-	-	-	-	-	-	-	-	-	-
Use of Materials:										
Books Circulated										
Staff	-	-	-	-	-	300	-	-	-	-
Inmate	-	-	-	-	3,600	-	-	-	-	-
Interlibrary Loans	-	-	-	-	-	-	-	-	-	-

	Oregon State Hospital				Eastern Oregon			Dammasch		Columbia Park
	Patients	Nurses	**Staff	School	Patients	Staff	Fairview	Patients	Staff	Staff Only
Expenditures:										
Materials and Equip.	Not Available	$806	-	-	-	-	$1,000	$2,000	$370	$100
Equipment Owned:										
Players	*14	-	-	1	-	-	26	-	-	-
Projectors	* 3	-	-	1	-	-	23	-	-	-
TV Receivers	-	-	-	1	-	-	5	-	-	-

*Not part of patients library.
**Data not available.

Libraries for the Handicapped
Persons Served: Staffing: Space: Hours Open

	School for the Blind	School for the Deaf
Persons Served:		
Staff	54	77
Students		
Male	-	164
Female	-	134
Educational Level	-	-
Pre-school	-	40
Grade School	99	135
High School	6	123
Average Age	-	13
Library Space:		
Square Feet	2,000	3,566
Workspace	Unsatisfactory	Unsatisfactory
Ventilation	Unsatisfactory	Variable
Lighting	Unsatisfactory	Excellent
Location Satisfactory?	No	No
Reader Places	20	45
Staff:		
Professional	-	1
Non-professional	1 part-time	2
Student	Some	Library Club occasionally
Is Staff Adequate?	No	No
Hours Open	45	48

Libraries for the Handicapped
Resources: Use: Expenditures

	School for the Blind	School for the Deaf
Materials Owned:		
Books	*6,350	4,227
Periodical Subscriptions	35	88
Newspapers Received	7	4
Tapes	400	30
Recordings	100	56
Films	-	253
Materials Added 1965-67:	Included in above holdings	Included in above holdings
Books	-	-
Periodical Subscriptions	-	-
Newspaper Subscriptions	-	-
Projectors	-	7
Recordings	-	-
Television Receivers	-	3
Films	-	-
Players	-	-
Use of Materials:		
Books Circulated		
Staff	1,600	1,000
Residents	2,750	31,400
Interlibrary Loans		
Staff	2,600	650
Residents	160	950
Expenditures 1965-67:		
Materials	$5,000	**$7,120
Equipment	-	-
Supplies	-	1,047
Equipment Owned:		
Players	-	3
Projectors	1	8
TV Receivers	5	10

*Braille plus talking books.
**Includes $947 for film rentals.